

WHITE KNOLL ELEMENTARY

132 White Knoll Way
West Columbia, South Carolina 29170

GRADES K-5 Elementary School

ENROLLMENT 934 Students

PRINCIPAL Dr. W. Darrell Barringer 803-957-7700

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
29	15	0	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

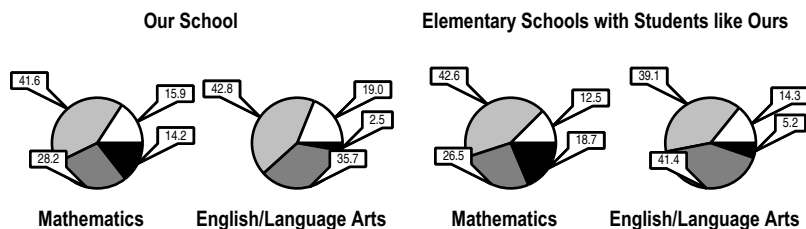
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Definition of Critical Terms	
	Advanced Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient Well prepared to work at next grade level; met expectations
	Basic Met standards; minimally prepared, can go to next grade level
	Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	56	161	103
Percent satisfied with learning environment	98.2%	82.0%	88.1%
Percent satisfied with social and physical environment	100.0%	85.0%	76.5%
Percent satisfied with home-school relations	100.0%	89.4%	95.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	507	99.6	19.0	42.8	35.7	2.5	38.2	17.6
Gender								
Male	265	99.2	24.0	47.9	27.3	0.8	28.1	17.6
Female	242	100.0	12.8	37.2	45.6	4.4	50.0	17.6
Racial/Ethnic Group								
White	449	99.6	17.4	42.0	37.7	2.9	40.6	17.6
African-American	43	100.0	31.6	47.4	21.1	N/A	21.1	17.6
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	437	99.5	14.1	44.1	38.8	2.9	41.7	17.6
Disabled	70	100.0	50.0	34.4	15.6	N/A	15.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	507	99.6	18.6	42.7	36.1	2.6	38.7	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	506	99.6	18.0	42.6	36.7	2.6	39.3	17.6
Socio-Economic Status								
Subsidized meals	124	100.0	26.9	49.0	22.1	1.9	24.0	17.6
Full-pay meals	382	99.5	16.2	40.9	40.1	2.7	42.9	17.6

Mathematics								
All students	507	100.0	15.9	41.6	28.2	14.2	42.5	15.5
Gender								
Male	265	100.0	16.4	41.0	25.8	16.8	42.6	15.5
Female	242	100.0	14.5	42.1	31.6	11.8	43.4	15.5
Racial/Ethnic Group								
White	449	100.0	14.5	39.4	30.6	15.4	46.1	15.5
African-American	43	100.0	27.5	60.0	10.0	2.5	12.5	15.5
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	437	100.0	13.3	42.0	30.9	13.8	44.7	15.5
Disabled	70	100.0	32.8	39.1	10.9	17.2	28.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	507	100.0	15.5	41.5	28.6	14.4	43.0	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	506	100.0	14.9	41.4	29.1	14.7	43.8	15.5
Socio-Economic Status								
Subsidized meals	124	100.0	27.9	45.2	16.3	10.6	26.9	15.5
Full-pay meals	382	100.0	12.0	40.5	32.1	15.5	47.6	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	154	N/A	18.8	37.0	39.6	4.5	44.2
	Grade 4	163	N/A	11.8	49.1	35.4	3.7	39.1
	Grade 5	150	N/A	13.5	53.9	31.2	1.4	32.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	167	99.4	13.7	31.4	49.7	5.2	54.9
	Grade 4	167	99.4	28.7	36.9	33.1	1.3	34.4
	Grade 5	173	100.0	14.6	59.1	25.0	1.2	26.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	154	N/A	18.8	40.9	23.4	16.9	40.3
	Grade 4	163	N/A	18.0	46.6	22.4	13.0	35.4
	Grade 5	150	N/A	21.3	29.1	24.1	25.5	49.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	167	100.0	13.5	38.1	34.2	14.2	48.4
	Grade 4	167	100.0	21.5	42.4	19.6	16.5	36.1
	Grade 5	173	100.0	12.7	44.2	30.9	12.1	43.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 934)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.8%	Down from 2.2%	2.0%	2.4%
Attendance rate	95.4%	Down from 96.4%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	23.0%	Down from 25.5%	27.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.8%	Down from 6.3%	6.7%	8.0%
Older than usual for grade	0.4%	Down from 0.6%	0.5%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 61)				
Teachers with advanced degrees	55.7%	Up from 53.2%	54.4%	50.0%
Continuing contract teachers	90.2%	Down from 90.3%	86.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.2%	Up from 87.3%	89.1%	86.2%
Teacher attendance rate	94.8%	No change	95.7%	95.3%
Average teacher salary	\$41,951	Down 0.4%	\$41,560	\$39,909
Prof. development days/teacher	12.2 days	Up from 11.7 days	9.7 days	11.4 days

School				
Principal's years at school	14.0	Up from 13.0	5.0	4.0
Student-teacher ratio	21.4 to 1	Up from 21.1 to 1	20.8 to 1	18.9 to 1
Prime instructional time	89.3%	Down from 90.3%	91.4%	89.7%
Dollars spent per pupil*	\$5,341	Down 3.4%	\$5,486	\$5,892
Percent spent on teacher salaries*	68.7%	Up from 67.6%	67.5%	66.6%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.2%	Up from 96.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

During the 2002-2003 school year, students at White Knoll Elementary continued to reach out to the community. Students raised funds for cancer and leukemia research and several initiatives recognized the contributions of our military family. These are all in keeping with the social responsibility goals outlined in our School Improvement Plan. Please review our Improvement Plan Update on our website (www.lexington1.net/wke/wkehp.htm) for current information.

In addition to feeling a greater sense of civic responsibility, our students improved academically this past year. They performed particularly well in the area of mathematics. PACT scores for 2002 indicate that 80 percent of our students met standard in English/Language Arts and 84 percent met standard in mathematics. This report card shows the results for the 2003 administration of the PACT test.

We are proud of our other accomplishments as well. (1) Participation in the Accelerated Reader program surged. More than 840 students took part and each attempted 25 quizzes on average. (2) Over 95 percent of our faculty met and passed the District Technology Competency Assessment demonstrating their technology skills and ability to integrate technology into the instructional program. (3) White Knoll Elementary was named a Red Carpet School. (4) WKE received Awards of Merit from the S.C. Chapter of the National School Public Relations Association for our digital faculty handbook and school Web site. (Virginia Chapman, art teacher, is Web Master) (5) We held our first ever School Wide Science Fair. Every grade level participated and we had a large parent turnout for our Parent Night. (6) WKE participated in the Curriculum Calibration project to determine the alignment of our actual teaching with content standards. In every area, WKE surpassed the state average in curriculum alignment. (7) We received instructional grants in excess of \$8,000.

Goals for the 2003-2004 school year from our School Improvement Action Plan include: (1) Professional development will be provided for our teachers in assessment strategies to assist students in developing higher level thinking skills; (2) The MAP Assessment program will be fully implemented allowing us to follow the progress of each individual student in keeping with one of our School Improvement Goals (Action Plan 1); (3) Continued emphasis will be given to Science instruction and integration of the Science Fair concept into the instructional program; and (4) Students will continue to be involved in community service activities.

In spite of budget deficits, our staff participated in many professional development activities (often on their own time and at their own expense). As always, our parents were a vital part of our program. Parents provided strong support at home and volunteered at school. Thank you for all you do to support White Knoll Elementary.

W. Darrell Barringer, Ph.D., Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.